



St. Clair Catholic
District School Board



Enclosure 8

Always Ready: Mid-Year Progress Report

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Background

The *Always Ready Plan 2021-22* identified the focus for our work in service of the Board Strategic Plan. The purpose of this report is to provide information on the progress to date in meeting these expectations in alignment with the SCCDSB Strategic Plan priorities:

- Learning and Innovation: Teaching transferable skills, critical thinking and creativity
- Faith and Well-being: Living Catholic values to foster caring, inclusive and safe spaces
- Partnerships: engaging families, parish and community
- Catholic Citizenship: Inspiring ethical, reasonable stewardship

Prioritizing the goals of our Strategic Plan and our mission “learning together today, transforming tomorrow” our *Always Ready Plan* outlines key actions to provide a clear path forward and strong practices to guide our collective work this year. Ongoing monitoring of progress and determining next steps is a critical part of the cyclical improvement process as we examine triangulated data to determine what is working and needed adjustments and evaluate impact on student learning.

The *Always Ready Plan* was a collaborative effort by staff from a variety of roles in the system. The Plan identifies key actions for the 2021-22 school year in service of our Strategic Priorities:

- We are committed to knowing that all members of our school communities are well. Knowing and supporting the well-being of all members of our school communities positively impacts the equitable support of students.
- We are committed to knowing each of our learners’ interests, values, goals and strengths. Creating strong interpersonal connections allows us to create a safe environment where each student may come to know God’s plan for them.

- We are committed to knowing that all learners are critical thinkers, making informed decisions about what to accept and believe. Anchored in our Catholic values and the Ontario Catholic Graduate Expectations, thinking critically encourages responsible decision-making and life-long learning.

Always Ready Key Actions



Monitoring Progress: Always Ready Key Actions

The Always Ready Plan identifies specific goals for each of the three key actions, and strong practices that can support the achievement of these actions. We use these to guide our work and also as indicators of progress, as they help identify what success looks like. Schools have identified key strong practices to explore this year as part of their school improvement planning process, and Superintendents continue to work with administrators to examine evidence of this work and determine next steps to support these key actions. Catholic Learning Services uses these key actions and success criteria to frame support in schools and also monitor progress across the system. We continue to creatively approach this work as we navigate these changing and challenging times.

Know We Are Well:

We will be successful when we:			
Foster communities where the dignity of every child, family and staff member is honoured and where all feel a sense of safety and belonging	Understand that student behaviour is a form of communication and respond constructively to support well-being	Understand, teach and practise social emotional learning through faith and equity lenses	Build relationships where home and parish families are engaged in the school community and all partners have a voice
STRONG PRACTICES			
Culturally relevant pedagogy is used in every classroom to support anti-racist/anti-oppressive learning environments	Complete resiliency screen for every learner at the beginning of the term, semester (Dr. Michael Unger)	Practice faith and wellness in the classroom daily by employing a) words and deeds that each person has inherent dignity as a child of God. b) resources that explore feelings and faith teachings c) materials in mental health action kit	Demonstrate Christian Hospitality by a) engaging parents as the primary teachers of their children b) ensuring welcome procedures are in place at each school and work site
School council, monthly staff and team meetings include mental health action kit materials to lead and guide learning	Establish and/or continue targeted weekly contact to support student well-being and positive behaviour	Use MindUp resource in all schools and classrooms	Increase family events. For example: offer retreats for parents, families or School Council, implement Parent Cafes (physically or virtually) with parent leads
Embed mental health moments in week at a glance school communications to staff and parents			

Highlights of Progress to Date

Foster communities where the dignity of every child, family and staff member is honoured and where all feel a sense of safety and belonging:

- September PA Day: Dr. Jean Clinton/Will Weeks offered learning regarding mentally healthy schools and trauma/resiliency.
- October PA Day: All secondary teachers participated in learning regarding culturally relevant pedagogy.
- Ongoing work led by our Indigenous Lead, Cortnee Goure, fosters a sense of belonging.
- November PA Day: all teachers participated in learning regarding anti-sex trafficking.

- Weekly activities guide staff to mental action health kits increasing use of kits.
- Development of administrators' resources for mental health activities.
- BAC presentation by Dr. Clinton occurred to build understanding regarding inclusion and diversity of students.
- Weekly communication to all staff in collaboration with Curriculum (learning, faith and well-being including mental health moments) support strategies for staff to implement.

Understand that student behaviour is a form of communication and respond constructively to support well-being:

- 220 students screened with resiliency screen trauma informed strategies implemented to support vulnerable students.
- 390 students referred to the Student Support Services Team.
- Several training sessions have supported capacity building in areas of trauma, BMS, ABA universal supports.
- Joint planning supports trauma informed lens for schools with collaboration from Mental Health and Indigenous partners.
- Weekly Student Success Meetings in secondary schools with diverse team (administration, guidance, special education, chaplaincy, social worker, Student Success Teacher) identify struggling students and develop strategies to support each student.

Understand, teach and practice social emotional learning through faith and equity lenses:

- Promote and use Faith and Wellbeing Activities in 22 classes.
- Videos and presentations were created by classes participating in Kindness Week.
- Connections to our Pastoral Plan as pastoral prayers all speak of inherent dignity, (e.g.: Stronger Together Prayer) have been shared and made visible through published prayer cards, use of prayer whenever possible.
- Priests in Lambton County connected with schools to bless Advent Wreaths.
- Social Emotional Learning Training provided to school administrators and PRT's. The development of social emotional learning skills helps students with their overall executive functioning, supports resilience development regardless of their age, culture, gender, and diverse situation.
- 223 classes have administered Minds Up and Faith and Wellbeing activities in K-12 grades.
- SSWT is also intentionally making connections in the one-to-one work between faith and wellbeing. For example, making connections between MindUp and Christian Meditation: discussions with staff and students.

Build relationships where home and parish families are engaged in the school community and all partners have a voice:

- System nativity art submission initiative was well received with many submissions.
- SCCDSB Family Advent Calendar was shared with the system.
- Over 200 families have participated in a variety of family engagement events offered (e.g. Halloween Pet Contest, Kindness Week).
- Parent Tips sheets shared weekly.
- Schools engage in creative solutions to engage families.

Know Each Learner:

We will be successful when we:			
Connect with each learner to determine interests, values, goals, needs and personal strengths	Conduct and analyze triangulated assessment for learning data to determine strengths, inform instruction and provide feedback to improve learning	Utilize developmental continua and content knowledge to respond to student learning needs	Work collaboratively as a community of practice using evidence-based strategies to increase efficacy
STRONG PRACTICES			
Engage students daily in community building practices that contribute to healthy relationships in the classroom, school and wider school community	Use multiple diagnostic and formative assessment methods, consistently determine student strengths and instructional learning needs.	Utilize curriculum expectations and developmental continua to inform instruction and support individual student needs	Establish norms, including protected time, to foster professional conversations with colleagues for the purpose of helping students flourish academically, socially, emotionally
Intentionally plan family connections to develop a positive school climate	Use a balance of observations, conversations, and products to allow for student reflection and goal setting	Utilize curriculum mapping to prioritize learning goals for students	Capitalize on digital tools and knowledge to encourage collaboration to build staff efficacy
Encourage learners to listen to God's call to use their gifts in a vocation	Consistently provide descriptive feedback based on success criteria and provide opportunities for students to apply feedback	Collect, access and share student exemplars to prioritize learning goals and next steps for learners	Enhance professional judgment by engaging in collaborative practice across disciplines

Highlights of Progress to Date

Connect with each learner to determine interests, values, goals, needs and personal strengths:

- STEM activities in libraries supported through System Librarian to build capacity with library technicians and offer additional support to classroom teachers.
- Social media sessions delivered in 20 classes and 6 schools.
- Link Day - 1 day orientation for all incoming Grade 9's at both Secondary Schools, connecting each incoming student with a leader.
- Student voice present in morning announcements in secondary through tech team, student council and chaplaincy.
- Head Start Programs for incoming Grade 9's at both Secondary Schools, reaching 300 students and 40 staff, for a three day orientation to Secondary School.
- Youth Wellness Conferences held for St. Patrick's and UCC - a youth engagement conference focused on school climate data - 100% participation.
- SCCDSB's Indigenous Education offers weekly activities to connect all schools and staff with Community Partners to build community and healthy relationships.

- Schools are implementing a variety of activities to support community building in creative ways during these challenging pandemic times.
- Secondary Indigenous Youth Leadership Groups - meet monthly to connect with elders, knowledge keepers, and caring adults.
- System mentor text “What We’ll Build” shared with all schools and strategies for using to support connecting with students.
- Two Parent learning sessions in connection to learning and talking about difficult topics such as residential schools and being trauma informed.
- Schools continue to engage families in a variety of creative ways during these challenging pandemic times.
- Secondary Virtual Open Houses
- ThoughtExchange used at Board Advisory Council to determine interests and priorities of parents for future presentations.
- Morning prayer/thought for the day/Saint stories in morning exercises.
- Discernment of Spiritual Gifts Tool used at St. Patrick’s for Grade 11 retreat when Covid restrictions allow it.
- Vocations Retreat for students at UCC.

Conduct and analyze triangulated assessment for learning data to determine strengths, inform instruction and provide feedback to improve student learning:

Early Years Phonological Awareness Programming:

- All Early Years educators are trained and are implementing Heggerty Phonemic Awareness resource. This resource supports explicit, purposeful, intensive and systematic instruction in this area in all early years classrooms and integrates phonological awareness incidentally throughout the day. There are 10 phonemic awareness skills each and every day and explicit instruction in sounds.

Structured Literacy Collaborative Inquiry:

- Initial exploration into the latest research-based strategies for reading instruction (science of reading) and rethinking/refining approach to early reading instruction.
- Building our team capacity through various professional learning opportunities and specific training.
- Collaborative inquiry in a group of schools to explore with students in grades 1-2.
- Developing multi-year implementation plan to begin next year.

Destreaming

- Semester 1: St. Patrick's 149 students, 5 teachers/ UCC 132 students 4 teachers
- Professional Learning Opportunities:
 - June 28, 2021 - The "Why" of Destreaming
 - September 22, 2021 - Universal design/high yield strategies
 - October 29/November 3, 2021- PLC- integrating coding
 - December 3, 2021 - PLC- analyzing student work, final evaluation, planning
- Destreaming information presented to:
 - All elementary PRTs, all Secondary teachers, administrators, Guidance teams, PRTs, Board Advisory Council, Special Education Advisory Committee.
 - Pathways teachers on-going conversations in grade 7 and 8 classrooms.
 - Hired one section per secondary school for a destreaming teacher to support the teacher practice in the service of all learners by emphasizing: Curriculum development, Task Design, Culturally responsive assessment and evaluation practices.

Social Emotional Learning Training

- Provided to school administrators and PRT's. The development of social emotional learning skills helps students with their overall executive functioning, supports resilience development regardless of their age, culture, gender, and diverse situation. These skills must be learned and practiced when a student is in a state of calm. These skills are to be taught in sequential format and not to be skipped over.
- Pathways teachers connect monthly with Grade 6, 7 and 8 students to set goals with respect to Secondary and post secondary destinations.

Utilize developmental continua and content knowledge to respond to student learning needs:

- Supporting Early Years educator teams based on school identified needs: 7 schools, 12 classrooms.
- Elementary Math Support
 - Professional Learning: Building Capacity
 - After school professional learning opportunities.
 - Supporting teachers through job embedded professional learning upon request.
 - Supporting new teachers.
 - PA Day learning opportunities.
 - Supporting understanding of math continuum in the new revised math curriculum.
 - Special Education partnership initiative in identified schools

- Destreamed Grade 9 Math PLC focused on Moderated Marking to align evaluation and assessment, and to track student strengths and needs.
 - 281 grade 9 students involved semester 1
 - 11 Teachers/ 6 sessions
- Secondary Literacy Teachers provide practice opportunities and support teachers and students in preparation for the OSSLT through video tutorials, virtual Google meets and other resources
- Literacy Team exploring new assessment tools (e.g. DIBELS).

Work collaboratively as a community of practice using evidence-based strategies to increase efficacy:

- Superintendent school visits and family of schools conversations support collaboration with school administrators through focused learning conversations.
- VP Network supports VPs in specific professional learning for vice principals in key areas (eg., mental health, HR, privacy).
- Principal Network supports principals working with Vice principals - share best practices.
- French Immersion Administrator Network is a collaborative network with Huron Perth Catholic and Windsor Essex Catholic for French Immersion administrators to build capacity in administrators in French Immersion.
- After school math network 4-part series supports teacher capacity building in using high yield strategies in math (elementary).
- Support integrating technology through Renee Vandamme Marcus (Technology Support Teacher).
- Support French Immersion science specialist teachers through Renee Vandamme Marcus.
- Weekly updates shared with system from Catholic Learning Services Team (Special Education, Mental Health, Faith, Curriculum) support staff with current resources.
- Secondary Weekly Updates promote use of digital tools.
- After school report card sessions support assessment and evaluation practices.
- Continued updates/additions to the Staff Learning Hub provide relevant resources for staff (e.g. primary literacy new page, Black History Month resources, asynchronous learning support).

Know They Are Critical Thinkers:

We will be successful when we:		
Investigate and design opportunities incorporating student voice, related to call to action and Catholic social teaching/social justice	Explore and analyze bias, point of view, open-mindedness, source, empathy, validity in information and guide students to reflect and evaluate this against their own value system and their learning	Frame learning in an inquiry stance to provide opportunities for students to think critically, and raise and respond to vital questions that provoke thinking, problem-solving and concept synthesis
STRONG PRACTICES		
Identify relevant and timely world or local community events and how they link to curriculum when designing learning opportunities	Support students to organize their own thinking and compare to varying points of view including the Catechism of the Catholic Church, Holy Scripture and tradition, Growing in Faith/Growing in Christ program Grades 1-8.	Plan provocations and learning experiences across disciplines rooted in fundamental conceptual understandings.
Facilitate learning pathways with multiple entry points for students, which foster student voice/engagement. <i>Provoke students with opportunities to research and then share their voice</i>	Offer a range of media sources with various points of view and compare and contrast to investigate concepts.	Create conditions that build supportive relationships to guide students in their learning, prayerful discernment and moral development.
Connect real life community and world events to Catholic Faith tradition and practice to cultivate a call to Christian action	Evaluate information and explicitly teach skills to assess the credibility and relevance of sources	Explicitly teach how to ask vital questions, how to access legitimate research, assess new learning with their beliefs and values and design a process to resolve a problem

Highlights of Progress to Date

Investigate and design opportunities incorporating student voice, related to call to action and Catholic social teaching/social justice:

Indigenous Education Connections:

- Lead, Cortnee Goure, works with Community Partners, Indigenous Student Leaders at both Secondary schools, and extensive collaboration with K-12 Teachers. SCCDSB's Indigenous Education Website curates information about partnerships and resources for all SCCDSB staff.
- Provide sessions for all classes and/or staff K-12 to learn with leaders from First Nation, Métis and Inuit communities and grow in their knowledge of Indigenous Peoples culture and history.

Experiential Learning:

- UCC Media Club with Community Partners and the Municipality of Chatham-Kent to produce a series of recorded interviews with CK employers describing employment opportunities that exist in the Municipality of Chatham-Kent. Recorded sessions to be produced by UCC students and displayed on Municipality of CK Website for use by teachers, students and families across the Municipality.

- Outdoor Education and Experiential Learning built on the Experiential Learning Cycle - Plan, Act, Reflect - students use their experience, research and voice to reflect on their new learning.
- Partnership/participation with Development and Peace: Their new school program has many entry points to engage student participation and voice, supported by system Chaplain Margaret Palmer and Experiential Learning Lead.

Other Connections:

- St. Patrick's Social Justice Club - Water Privatization Awareness Campaign
- Pathways Teachers - Planning activities to encourage Grade 6, 7, and 8 students to use their voice and understand their own faith and academic development as they learn about Pathways.
- Cooperative Education and OYAP - 115 Students enrolled in Co-op Courses at 2 Secondary Schools, 40 Students are enrolled as OYAP Students.
- 121 Students enrolled in Specialist High Skills Major Programs at the two High Schools - specialized combinations of courses that align with student pathways.
- Dual Credit courses at St Clair College Chatham and Lambton College - 77 credits attempted in first semester.

Explore and analyze bias, point of view, open-mindedness, source, empathy, validity in information and guide students to reflect and evaluate this against their own value system and their learning:

- Secondary School Catholic Studies/World Religions curriculum and related classroom activities/retreats support this learning. Staff are now making the connection more explicit by using learning goals or "big ideas".
- English: Understanding First Nations, Métis and Inuit Voices, Grade 11 - course being offered at St. Patrick's semester 2 and then being offered to all grade 11 secondary College and University level students for the 2022-23 school year.
- System librarian supports library technicians to engage students in this type of thinking: examples include books to ban from library and rationale, working with Taylor to support Taylor Talks, and other relevant resources on new Science Page on the Hub.
- Indigenous Education Lead meets regularly with community partners and offers interactive guest speaker opportunities to students K-12.
- Evaluation of social emotional skills being supported by SSWT team members; done in small groups, classes and individually.

Frame learning in an inquiry stance to provide opportunities for students to think critically, and raise and respond to vital questions that provoke thinking, problem-solving and concept synthesis:

- Build capacity of library technicians through System Librarian positions to improve use of Collaborative Learning Spaces.
- Classroom prayer routines foster a culture of support and discernment.
- Faith and Wellbeing activities support the development of a positive school culture.
- Outdoor Education activities connect students to each other and their local environment to foster conservation and caring for their common home.
- Support critical thinking through work of Renee Vandamme Marcus:
 - Digital literacy page added to the Hub
 - STEAM kits promotion/design-thinking support for library technicians to support in their schools
- Pathways Teachers - implement strategies to help students take a critical look at options available for their personal pathway, and to make an informed transition to secondary.

Recommendations

That the St. Clair Catholic District School Board receive the report: *Always Ready: Mid-Year Progress Report*, for information.